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ABSTRACT

This brochure describing language programs to both parents and prospective high school language students in Endicott, New York focuses on developing student motivation and interest. Topics discussed include: (1) reasons for studying foreign language, (2) stages of foreign language learning, (3) course offerings, (4) homework, and (5) examinations. Brief descriptions of French, Latin, Spanish, and German courses are included. (RL)

ED046278

FIAT VOLUNTAS TUA

173.333

Dimmi con chi vai e ti dirò chi sei

Viele leute sehen dinge wie sie sind und fragen „Warum?" Ich träume an dingen die nie geschehen sind und sage „Warum Nicht?"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TOUT VIENT Ã CEUX QUI SAIT ATTENDRE

FL 002 051

TRANSLATIONS

Latin	**Thy Will Be Done!**
French	**All things come to those who know how to wait.**
Spanish	**My house (is) your house.**
Italian	**Tell me with whom you go and I'll tell you who you are.**
German	**Many people see things as they are and ask "Why?"; I dream about things that never were and say "Why not?"**
173.33	**You'll have to read the brochure itself.**

FOREWARD

A most vexing question troubling American society today is: "Why, in the midst of unparalleled affluence is there so much tension and unhappiness--which in too many instances are being manifested in violence, even bloodshed?" Admittedly, there are no simple, straightforward answers to this absorbing and vital question; there are only clues.

Endicott, the hometown of world-famous IBM is acutely aware of the tremendous contributions of science and mathematics to the computer industry which since World War II and the Moon Landing has revolutionized our way of life. And we are told that the potential of the computer industry has barely been scratched!

Those of us engaged in Education in Endicott share and are heartened by a growing awareness on the part of IBM and other leaders of American industry that man does not live by bread alone and by the efforts of these leaders to achieve a better balance between man's necessity to earn a living and man's more noble inclination to learn how to live. Indeed, democracy demands wisdom and vision in its citizen and must therefore foster and support a form of education designed to make men masters of their technology and not its unthinking servants!

Because the capacity to appreciate and enjoy good music and good literature (including the music and literature of a foreign culture) to esteem (perhaps create) a fine painting or sculpture enrich the soul of man, appreciably broaden his horizons and make him more human, the Union-Endicott Central School District encourages its students to study music, art and foreign language.

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Karen Bruce 4-E '72

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Rationale

A review of the professional literature in the field of foreign language indicates that most experts agree that:

-every motivated student should have the opportunity to and can profit from the study of foreign language

-the privilege of studying a foreign language is no longer a "status symbol" but a right of every motivated student.

-today's modern foreign language student wants first and foremost to be able to speak the language he is studying; properly taught, the aural-oral approach to foreign language learning capitalizes on the student's desire to speak and motivates him to learn.

Pending updating of present and development of new Course Guidelines to accommodate the widely-varying backgrounds and needs of students in the Union-Endicott Central School District, the Board of Education urges that appropriate consideration be given to the following:

-Human nature is such that it takes a long time to build good attitudes, considerably less time to "turn off" a student.

-Every student is a future taxpayer whose impressions and attitudes about Education in general and foreign language in particular are being formed NOW.

-Team effort will be required to devise...with all deliberate speed... evaluation methods which will insure that each student who enrolls in any foreign language course has a fruitful experience and is permitted to continue his study of foreign language as long as (but only as long as) he can benefit from his foreign language study.

-In summary, the function of high school language courses is to impart skills in language as communication; (it is) not to train literary critics

P H I L O S O P H Y

INPUT	minutes	days	weeks	year		
(Class)	40	5	40	1	= 8000 minutes	÷ 60 = 173.333 hours
(Homework)	15	4	40	1	= 2400 minutes	

If you want to know how the above equation applies to Foreign Language study, read on . . . . . .

KNOWLEDGE OF A SECOND LANGUAGE - a vital advantage in today's swiftly moving, ever-shrinking world.

English, it has been said, has today become the "international language" replacing the familiarity with French that was regarded as the hallmark of a cultivated person a generation ago. True, perhaps. But the fact remains that Americans who do have a "second language" enjoy an enormous advantage when traveling or working abroad, or when dealing with people from other countries. Travel becomes pleasanter, easier, more rewarding--foreigners are surprised and delighted (and warm immediately) to Americans who speak another tongue. For businessmen and government officials of course, knowledge of a second language can make the difference between success or failure. And, indeed, for anyone, the rewards of another language are many, rich and enduring: the American fortunate enough to have another language gains insights into the mind and hearts of other peoples that the American with only English can never hope to understand.

In a world that today measures thousands of miles in hours rather than days or weeks, the priceless gift of a foreign language is almost a necessity as well as a source of deep satisfaction. To communicate in a foreign language, to participate in a different culture and to read in another literature is a broadening and lasting educational experience, a form of personal fulfillment . . As a practical matter (dollars and cents), knowledge of a foreign language can cut YOUR travel expenses up to 50% and can have a direct and beneficial effect on the balance of (gold) payments so essential to YOUR (and USA's) present standard of living.

-IBM World Trade Corporation employs "nearly 99,000 people in 336 sales locations, 17 manufacturing plants, 7 development laboratories and other facilities in 108 countries around the world . . . . Operations outside the United States amounted to $2.5 billion (an increase of $.5 billion over 1968)" Source: IBM 1969 Annual Report.

-Carrier (air conditioning) Corporation was recently obliged to hire fifteen foreign nationals to fill a total of twenty vacancies in sales division (i.e., only five Americans could meet the language requirement). Source: George H. Burk - Foreign Sales representative on February 20, 1970.

Only you can and should decide (after consultation with parents, guidance counselors, teachers and others in a position to advise you) WHICH foreign language to study. You should know however, that:

-Every student should have the opportunity to study the foreign language of his choice.

-The younger a student is when he begins foreign language study, the easier it will be for him and the greater opportunity he has to approach mastery (i.e. near-native competence) of it.

-Depth in one foreign language is normally preferable to a superficial knowledge of two or more languages (i.e., the minimum exposure essential to attain some depth in a foreign language is three years, with four years study recommended as a minimum and six years as desirable by the New York State Education Department; on the other hand, there is agreement that certain students reach a point of no return after one or two years of foreign language.

-Early language study can spark interest in all the humanities, an interest which will carry over into high school and college years. Young people must be taught how to study and to work, how to deal with an examination, how to select, organize and present the material in a given task.

-The average pupil is interested in the sources of the English language and how it became the vigorous language it is today. He will readily see, after examining another language that every language has its system, that words are used in an orderly manner and follow definite patterns, and that it is as necessary to learn and follow the rules of language as it is to follow the rules of any game or sport.

-The younger pupil takes his own language very much for granted. The various ways of expressing tense, the importance of word order in a sentence, the rules for agreement of words, the significance of word endings, the necessity of a knowledge of grammar--matters which up to now were totally foreign to his thinking are forcefully brought to his attention almost from the beginning of his study of foreign language.

-As the student is forced to think (the basic purpose of all education) and especially in a medium other than that to which he is accustomed, his mind is sharpened and he gradually becomes aware of the tremendous importance and social significance of language in the progress of mankind as a means of storing knowledge and communicating ideas.

-And when the common inheritance of language and contributions made by various races and peoples is made clear to him, the pupil may be led to a greater respect for and a more sympathetic attitude toward his own culture as well as those cultures which differ from his own.

-Well over 90% of United States Colleges granting A. B. degrees require their students to have successfully studied a foreign language either as a condition for (1) admission or (2) graduation; the implication here is not only that foreign language has cultural value but that it can be beneficial to any motivated student WHETHER OR NOT he plans to attend college. Completing a foreign language sequence in high school may well give a student a wider choice of electives in college.

-Talented students are encouraged to take a second foreign language in 10th grade.

The stages of Foreign Language Learning are:

1. RECOGNITION of a new word, construction or idiom involves the identification of its parts (the sounds or letters, the stems and/or endings, the parts of constructions and idioms) and the association with its meaning.

2. IMITATION is the learner's immediate echoing of a model performance.

3. REPETITION is the learner's performance on the basis of his memory of his earlier performance.

4. VARIATION involves the learner's production, under close guidance, or a phrase or sentence differing minimally from one he has previously imitated and repeated.

5. SELECTION is the learner's choice of the particular phrase, or sentence that is meaningfully appropriate to a situation, from the repertory of statements, questions and requests that he has mastered through previous practices.

The main goal of language study is a working knowledge of the target language in which a student can understand and express himself effectively WITHIN THE RANGE OF HIS EXPERIENCES AND NEEDS. This is LANGUAGE FOR COMMUNICATION with specific objectives:

-TO UNDERSTAND a native speaker speaking at normal tempo on a subject.

-TO SPEAK sufficiently to make direct contact with a native.

-TO READ with direct understanding, material on a general subject.

-TO WRITE without conscious reference to English, whatever he can say.

These skills are interdependent: Understanding and Speaking are inextricably joined - while Reading and Writing are built on a solid base of understanding and speaking.

Because newer approaches to language learning view language AS A WHOLE (i.e., by analogy rather than by analysis), the 1959 Northeast Conference Report makes the following recommendations regarding content of recitation and homework for each student:

	Hearing	Speaking	Reading	Writing
In Level I	40	30	20	10
In Level II	30	20	40	10
In Level III	20	20	40	20
In Levels IV-V	20	20	40	20

Details regarding CONCEPTS AND PRINCIPLES which the student should master before going on to the next level, MATERIALS NEEDED (Text, Audio-Visual materials, Classroom, Library etc.) and OBJECTIVES for the course appear in the COURSE GUIDELINES SHEET for each level of each foreign language. In other words, performance rather than time spent studying a foreign language is to be the criterion for judging.

COURSES OFFERED

Latin I, II, III, IV
French I, II, III, IV, V
Spanish I, II, III
German I, II, III

NOTES

1. Latin Regents is administered at the end of Level II, Regents in Modern Language at end of Level III. Enrollment in higher level courses is contingent on:
   (a) passing the Regents and
   (b) student interest
2. Because language learning is a cumulative process, a student who attains less than 75 in Level I or Level II is normally encouraged to repeat the course.

Language Teachers of the Union-Endicott Central School District cite the following reasons for studying:[1]

FRENCH

-the increasing number of Americans who STUDY ABROAD and the proximity of (Quebec province) Canada.

-the outstanding works of French writers, poets, philosophers and artists are better appreciated; literate Americans will continue to find in Racine (and Cervantes, Goethe, Cicero) for example, richer and deeper meaning when read in the original than when read in translation.

-not everyone eats a Thanksgiving Dinner and not everyone celebrates the Fourth of July.

-the (melodious) French Language is the language of diplomats and one of the official languages of the United Nations.

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[1]See Course Guidelines Sheets (for the appropriate level) for detailed outline of (1) Concepts and Principles, (2) materials needed and (3) objectives of each course.

French I--The presentation of French through the audio-lingual approach, with use of the language laboratory, is employed. While stress is laid on hearing and speaking the language, a sound foundation of grammar is given. Students learn to take dictation in French. As in all foreign language courses, a study of the culture of the country is an integral part of the course.

(1 unit)

French II--This year continues to emphasize practice and perfection of vocabulary and structures of the language. By the end of the course, a student should speak with some facility and should understand French spoken at a normal rate of speed. In addition, knowledge of France and its people, begun in the first year, is continued in the second year.

(1 unit)

French III--To continue practice in speech, reading and composition. The reading of short novels, short stories or plays is important in this year of study. French music, literature, art. history, essays, poetry, and fables are stressed in the third year program.

(1 unit)

French IV--Prerequisite: successful completion of the French III Regents. Emphasis is placed upon gaining an appreciation of styles of writing and of ideas of major French literature figures from the 15th to the early 19th century; reading of one complete masterpiece is included.

(1 unit)

French V--Prerequisite: successful completion of French IV. Individual projects and discussions focus on the late 19th and 20th century French life and its heritage. Literature, art and music are studied in relation to historical periods.

(1 unit)

LATIN

-any individual or group that loses contact with its history or its roots loses its sense of identity and of direction. The roots of our Western Civilization and of its languages are in the great cultures represented by Latir and Ancient Greek and Hebrew.

-To acquire a knowledge of the word roots and patterns which are a large part of the English Language: (A carnivorous animal, an edible vegetable, a nominal sum, to educate, to procrastinate.) Most of the terms used in Science, Mathematics, Law, Medicine, Grammar are of Latin origin. State Mottoes, Coins and building Inscriptions, Advertising (Ad + verto) to turn toward . . . . .

-Do you know that you have a blind spot in Literature, History and general reading if you haven't a knowledge of Latin History and Mythology? This will become apparent in your junior and senior year when you meet such references in English Literature as: "winged horse", "cyclops", "Wanderings of Ulysses", "Horatius at the Bridge", "Helen of Troy', "herculean labors" and many others.

-Its value as a discipline in teaching us precisely how to think. It is for this reason that anyone who aspires to teaching is strongly encouraged to study at least two years of Latin.

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Latin I--Since this is the student's first exposure to Latin, he begins to learn the basic rules concerning the structure and use of the language. He does this by reading stories about famous Romans and about the military conquests of the Romans.

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Latin II--With a background in vocabulary and grammar from Latin I, the student continues his study by reading the commentaries of Julius Caesar on the Gallic Wars (wars with the Gauls or French), including the first invasion of Britain. Through Caesar's eyes we see those ancient and barbaric cultures and how his legions proceeded militarily and culturally to conquer and civilize the western and northern stretches of the empire. A T I N

(1 unit)

Latin III--Cicero, a famous Roman orator exposes us, through his letters and orations, to the problems faced by Rome: unemployment, veterans, foreign policy, apathy, etc., and how best they could be handled; we learn that humans today face problems which the Romans described two thousand years ago.

Students are also exposed to Roman literature from a variety of periods and in a variety of styles; that the Romans could "let their hair down" is illustrated by the reading of a comedy by the playwright Plautus.

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Latin IV--This consists of the reading of Virgil's great epic poem, "The Aeneid". A thorough knowledge of grammar and vocabulary is a prerequisite of this course. Emphasis is placed on the historical background of the poem, and the mythology which is an important and very enjoyable part of the year's work. An effort is made to connect the study of Latin with the Arts--literature, painting, and music--so that this year of study offers a cultural background.

(1 unit)

SPANISH

-Because of our ever-increasing trade with Latin America, a check of the Help Wanted Section of the New York Times will show that many lucrative positions are available to people who are fluent in Spanish. The United States Federal Government has many excellent positions to offer both within and outside the United States of America.

-One does not need to visit our Latin-American neighbors to see or hear Spanish: "Aqui se habla espanol" is a common sight in many areas of the United States (New York City in particular where hundreds of thousands of Spanish-speaking people live, trade, are educated etc.)

-Countless Spanish words and expressions have enriched the English Language: rodeo, patio, corral.

PROPOSED (1-20-70 by New York State Board of Regents):
-An Educational Resources Center in Latin America to serve teachers and students of New York State by preparing instructional materials and curriculum workshops with "immersion" programs for Spanish-speaking and English-speaking students to quickly learn each other's language through massive exposure to the other's language.

S P A N I S H

Spanish I--The first year of Spanish gives the student the ability to speak and understand simple Spanish. Rules of grammar are contrasted with those of English. An understanding of the culture of Spain and Latin-America is essential in today's world. This study, begun in the first year, is continued through the third.

(1 unit)

Spanish II--This continues the work of the first year with the same objective - an ability to speak and understand Spanish and a better knowledge of the customs, history and thinking of the Spanish-speaking countries.

(1 unit)

Spanish III--The third year of Spanish gives extensive practice in speaking and understanding the language. The language laboratory is used on all levels. In this year Spanish literature of greater difficulty is read.

(1 unit)

Spanish IV-- Planned for September 1972.

GERMAN

-During the 19th Century more than 5 million Germans sought homes in the United States: they enriched their adopted country with their skillful work in farming, industry and other fields, their inventive genius, their accomplishments in science and scholarship, their artistic abilities, their zest for life and their patriotism and love for freedom.

The contributions of Germans, in Science, Technology and Research are unsurpassed; analine dyes, synthetic materials, nuclear science; laws of inheritance, immunity and serum therapy, research in bacteriology; differential calculus, functions, calculators; spectral analysis, quantum theory, X-rays, atomic structure, astronomy; photography, rockets, space studies. Names of German heritage familiar to most Americans are: Goethe, Beethoven, Kant, Strauss, Wagner, Schweitzer, von Braun.

-Of 200 Nobel prizes awarded from 1901 to 1958 in the fields of physics, chemistry and medicine, 68 were presented to people from German lands. Until World War II, Germany was undisputed champion in the field of research. In classical research, the most scholarly works are written in German.

-The German Mark is the soundest currency in Europe today.

-German is spoken by approximately 100 million people.

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German I--Introduction to the fundamentals of the German Language. Its focus is on giving students a good grounding in the sound system of German while simultaneously developing his skills of listening-speaking, (and to a limited degree) reading and writing. Correct pronunciation and expression including melody and word order are fostered by approaching language AS A WHOLE* through situational dialogs designed to appeal to teen-agers. Emphasis during Level I and II is on listening-speaking.

German II--The first several weeks of Level II are devoted to a thorough review of the concepts and principles learned during Level I. The situational dialogs gradually increase in difficulty and thus the skills of listening-speaking, reading and writing are further developed. Although the student is given increased opportunity to read (in German) and write (guided composition), the focus is still on listening-speaking.

German III--On reaching Level III, students should have sufficient Sprachgefühl (feeling for the language) to (1) permit conducting the course in German--except for occasional explanations of complicated principles of grammar etc. Focus of

the course is rapid expansion of vocabulary and understanding of culture through readings in German appropriate to the student's level of comprehension.

German IV--(Scheduled for September 1972).

*Selected Audio-Visual Materials (films, tapes, filmstrips, records, classroom library etc.) lend variety and balance as well as gradually enhance a student's knowledge of German Civilization.

Each student should read his handbook to determine the nature and extent of WHAT IS EXPECTED OF HIM; foreign language teachers will answer any questions he may have regarding marking procedures, absences, class deportment etc. During the first week of school, teachers will make known to students the following foreign language department regulations:

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Student performance commensurate with ability is expected. Overall performance (attitude, quality of work, skills in hearing-speaking, reading-writing, effort, work habits, class participation, make-up or work missed due to absence etc.) is assessed during each quarter. Level I and Level II teachers (except Latin) assign an oral grade each quarter and give an oral exam at the end of each semester) New York State Education Department letter of 12-12-68).

An average of up to 30 minutes daily homework outside class is expected of each foreign language student in Level I and II. Up to 45 minutes daily homework may be required of Level III, IV, and V students. READING ALOUD 5-10 minutes daily in the target language plus one period per week spent in the language lab PAY big dividends.

All written homework should reference the page of the assignment and have a proper heading. A Review/Work/Auxiliary Text (cost: up to $1.50) and a neat, up-to-date notebook are required by most teachers. Because the fundamentals are so crucial to later success, Level I and II teachers require at least two short weekly written assignments (one to hand in; one in notebook); to permit some flexibility, students are given (at the beginning of each quarter) a tentative assignment guidelines sheet. Most teachers require one or more written and/or oral reports based on Classroom/Library/Outside cultural readings during the school year.

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R--on a student's paper means immediate corrective action is required on the part of the student as prescribed by the teacher.

In the discretion of the teacher, the language lab may be used for viewing of films/filmstrips, listening to tapes and records, reading of auxiliary texts, magazines and other realia as well as oral testing of students.

ALL FOREIGN LANGUAGE STUDENTS TAKE THE FINAL EXAMINATION

-"Passing the course" means attaining a final class average or a final examination grade of 65.

-CLASS AVERAGE
- -refers to quarterly report card grades (daily homework 2/3, tests 1/3)
- -counts 2/3 of final grade. (Final Examination 1/3)
- -below 75 is a strong indication that the course should be repeated
- -N.B. pending receipt of payment for lost or excessively damaged books, NO final grades can be issued.

Students should also be aware of the following:

-COURTESY (i.e., consideration for others) is more important than knowing a foreign language; is contagious
-several prizes are awarded at commencement for excellence in foreign language.

EXAMINATIONS

The fact that well over 90% of United States Colleges awarding B.A. degrees require foreign language as (1) an admission or (2) graduation requirement is testimony to the VALUE of foreign language study.

EVERY MOTIVATED STUDENT should have the opportunity to study the foreign language of his choice and should (1) begin foreign language study as early as possible and (2) aim for depth (i.e., 3, 4, 6, years) rather than superficial knowledge. Students talented in foreign language are encouraged to begin a second foreign language in tenth grade.

The Union-Endicott Foreign Language Program needs to be RESPONSIVE to community needs and CONTROLLED to the extent that the pitfalls of too rapid expansion or contraction are avoided. For example, the minimum enrollments necessary to support offering a foreign language are:

-Level I----30 students
-Level II---25 students
-Level III--20 students
-Level IV-V-15 students

S U M M A R Y

TO AVOID INTERRUPTION of language studies between high school and college, foreign language programs are built from 12th grade downward.

In keeping with the idea that the chief function of the high school is to each each student to learn on his own (i.e., to be a self starter) and that performance rather than time spent studying a foreign language is now the criterion for judging, students should be aware that:

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-any student recommended by his high school principal may take the New York State Regents in foreign language.

-Foreign Language Department Student Bulletin Board (U-E High School Room 311) contains many opportunities for High School students to travel and study abroad during the summer months.

Questions and constructive comments from parents regarding any phase (e.g., language offerings) of this program are solicited (attached form may be used for this purpose).

UNION-ENDICOTT FOREIGN LANGUAGE
DEPARTMENT MULTI-PURPOSE FORM
Plans-Problems-Progress

_____
date

To:

Subject: Union-Endicott Foreign Language Program;
question/comment concerning

Ref:

1.

_____
signature

UNION-ENDICOTT FOREIGN LANGUAGE DEPARTMENT STUDENT REGISTRATION CARD

Last | First | School-Gr. | Address | Telephone

1. Read: Student Handbook? General Information?
2. I am studying _____ to
   target language
   a. meet college admission requirements
   b. prepare for business employment
   c.
3. Attitude
   Skills
   Listening-Speaking
   Reading
   Writing
   Grades
   Average Daily Study Time

1	2	3	4

4. Other: Final Exam _____
   Strongest/weakest; Final Grade Expected: Final Av. _____
   Text _____ Records _____ Exercise Book _____

n.b. Record date, substance and outcome of significant items on reverse side.